



History	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
<p>YEAR 11 Autumn/ Spring TERM</p> <p>Paper 2 Elizabeth I, 1563-1603 Historic Environment</p> <p>Power and the People 1160-c2000</p>	<p>Students working towards expected outcomes in Year 11 can:</p> <ul style="list-style-type: none"> ● Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics, this will include Elizabeth I and the historic environment, Power and the People 1160-c2000 ● Construct a basic line of reasoning with some reference to change, continuity, causation and/or consequence. ● Comprehend, to draw simple conclusions. ● Use sources to provide some investigation of historical issues. ● Use interpretations to identify similarities and differences. ● Beginning to explore how historical events and developments have affected different individuals and groups, considering the experiences of marginalised and diverse populations. 	<p>Students working at expected in Year 11 can:</p> <ul style="list-style-type: none"> ● Demonstrate mostly accurate and appropriate historical knowledge, using broad, fundamental ideas or terms used to understand and interpret historical events combined with a clear understanding of key features and characteristics. This will include Elizabeth I and the historic environment, Power and the People 1160-c2000 ● Construct a coherent line of reasoning using concepts of change, continuity, causation and/or consequence. ● Analyse and provide some evaluation, to reach reasoned judgements. ● Use a range of sources, in context, to investigate historical issues, recognising that historians may have different perspectives and viewpoints. ● Use interpretations and know why they may differ. ● Explore how historical events and developments have affected different individuals and groups, considering the 	<p>Students working beyond expected in Year 11 can:</p> <ul style="list-style-type: none"> ● Demonstrate relevant and comprehensive knowledge, using broad, fundamental ideas or terms used to understand and interpret historical events combined with a sophisticated understanding of key features and characteristic This will include Elizabeth I and the historic environment, Power and the People 1160-c2000 ● Construct a convincing line of reasoning using concepts of change, continuity, causation and/or consequence. ● Critically analyse and evaluate, to reach reasoned, substantiated judgements. ● Use a wide range of visual and written sources, in context, to investigate historical issues and fully understand that historians may have different perspectives and viewpoints and why. ● Rigorously explore interpretations and why they may differ. ● Explore fully how historical events and developments have affected different individuals and groups, considering the experiences of marginalised and diverse populations.



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